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"Pedaguese," though when the author refers repeatedly without explanation to "the negatively-reacting pupil" and defines teaching as "the conscious direction of stimuli to the end that the teacher's aim is realized in terms of desired pupil controls," he is perhaps bordering upon that unlovely tongue. One wonders also whether "educationist" is due to become a popular term.

On the whole, the book is the well-assimilated product of a thorough acquaintance with this subject and a long experience of teaching and observation in this field. Probably no better general evaluation could be found than the words of the introduction by President Coffman, "For the teacher who desires a safe and sane philosophy . . . that has stood the test of experience, this book will prove invaluable. For one who needs a solid base upon which to build a substantial superstructure of schoolroom experience, this book will serve as a safe guide."

Determining objectives in education.—How scientifically to determine the specific objectives in the various subjects commonly taught in elementary and high schools is a problem of much concern to present-day educators. It is felt by a goodly number that if a few controlling aims or objectives in each field of instruction could be once definitely determined, the questions involved in the selection of materials and methods will be settled forthwith. The sociological basis of the determination of these objectives is set forth in a recent book¹ by a well-known educational sociologist.

Besides some six or eight chapters on such general subjects as educational sociology, readjustments of schools, and of curricula, the high school of tomorrow, the essentials of liberal education, and the formation of moral character, the book discusses the objectives of mathematics, physics, the fine and graphic arts, history as a social-science study, social education, vocational education, and the study of education.

According to his statement in the Preface, Professor Snedden has undertaken in each chapter to do at least three things, viz., "to search for certain sources in the social sciences or in experience from which to derive standards of examination for the 'faith objectives' now controlling in the departments dealt with; to criticize those faiths which have probably come to have injurious characteristics or superstitions; and to propose, tentatively, certain new objectives for examination."

As a whole, the book is destructive rather than constructive. The author seems to feel that most of what is now done in educating young people is out of tune with present-day conditions. There is much of telling how to do in the book, but little evidence that the writer has ever taken many of his own suggestions seriously. His proposed objectives would certainly have more weight if they appeared as something more than mere opinion. One wonders after reading such a book whether the educational sociologist is inclined to

¹ DAVID SNEDDEN, *Sociological Determination of Objectives in Education*. Philadelphia: J. B. Lippincott Co., 1920. Pp. 322.

assume that his function is merely to tell how to do a job rather than to contribute the results of tasks performed as the educational psychologist has done. Perhaps the explanation lies in the fact that educational sociology is too young to have much of scientific attainment to offer. As time progresses, doubtless something other than suggestion and destructive criticism may be presented.

Principles of education.—The consuming interest of the school public at the present time in specific facts and details of procedure in connection with school work has resulted in a body of literature of the field which either devotes itself wholly to the task of describing conditions and practices, or ventures only so much discussion of principles and ideals as may be barricaded by living examples of hopes realized and conceptions sustained. There is, on the other hand, a growing feeling that even the beginning teacher or the student in training needs a "point of view" quite as much as a thorough knowledge of standards and processes. In recognition of this need for "the broad views and the ideals which will keep our work free from monotony and staleness" an English writer¹ undertakes to present the chief features and principles of a number of the more important school problems without the weight of numerous details.

Following a brief introductory chapter explaining the condition of partial organization and multiple control of English schools, the author considers first the general conception of elementary and secondary education as it finds expression in the several types of schools of each level. A chapter is then devoted to a discussion of "Buildings, Furniture, and Equipment" and the part these play in the educative process. Teachers are urged to give careful attention to the changed physical conditions under which instruction is carried on and to apply "common sense and scientific health principles to the school routine."

One-third of the volume is given to a consideration of the curriculum. Commenting on the numerous efforts which have been made to formulate a principle for guidance in determining the subject-matter of instruction, the author reviews the common conceptions which emphasize each its special type of development of the individual—the intellectual, the social, the religious, etc.—asserting that neither in itself is sufficient. For example, the contentions of those who strongly emphasize the social aim are answered as follows:

There is, moreover, in each individual both a social and a personal self—a side that he may and does expose to public view, and a side which he reserves for himself and a few others. This deeper and more intimate self would reveal tastes and sympathies, aspirations and ideals, ideas upon life and death—in fact a side of the human being which concerns the individual far more than the community—and these, especially in an Englishman, are regarded as private and sacred. While these personal elements would almost certainly never have made their quiet way into being without

¹ W. G. SLEIGHT, *The Organisation and Curricula of Schools*. New York: Longmans, Green & Co., 1920. Pp. 264. \$2.00.